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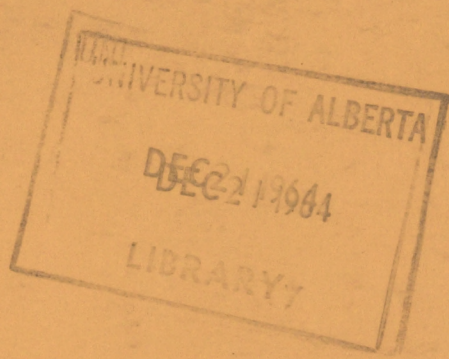
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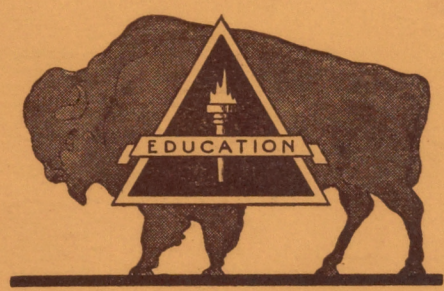
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## PART TIME

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# WHO SHOULD TEACH OUR CHILDREN?

Aileen Garland, B.A., M.Ed.

Annual Education Alumni Lecture, February 22, 1964

Ask thoughtful people who should teach our children and you get a wide range of answers. The teacher should be learned, wise, kind, mature, vigorous, public-spirited — in fact, a paragon of the virtues.

Sometimes unexpected sources set up strange standards. After that spate of films about Roman Catholic schools led off by Bing Crosby in *GOING MY WAY*, one Mother Superior lamented, "Life is very difficult now for the teaching sisters. They are expected to be as beautiful as Ingrid Bergman and as good at baseball as Joe DiMaggio."

What qualities, what qualifications do we want? I have my own list.

(1) I want men and women who will go on learning, partly because they *want* to learn more and partly because they realize they *must* learn more for the sake of the pupils they teach.

(2) I want readers, people who read, buy, and treasure books.

(3) I want people who have a thorough mastery of the basic skills, a sound understanding of the subjects they teach, knowledge of how and where to find the information they need, and recognition of the simple truth that it is dishonest not to be prepared adequately for each day's work.

(4) I want people who are concerned with all phases of education, not just their own immediate field, people who are analytical enough to relate every part of their work to their fundamental purpose, open-minded enough to give new, even startling, ideas fair consideration, thoughtful enough to weigh these proposals carefully and judge them fairly, bold enough to experiment, and wise enough to evaluate their own experiments.

(5) I want optimists who believe that education is possible and desirable. I am convinced that far too many teachers are defeatists who give up too readily in their struggle to help their pupils to write acceptably or to grasp the basic principles of mathematics. All too often all that is needed is more faith, more wisdom, more skill and more effort on the part of the teacher.

And finally, I want people who are creative, who recognize that teaching is an art through which they can express the best that is in them. Teachers and principals must be allowed to be creative. They must have freedom to express themselves, to teach in their own way, to experiment within reasonable limits. This is not easy to achieve. The principal has the task of administering his school, and principals, supervisors, and inspectors are responsible for the improvement of instruction. If our teachers were all competent, conscientious, and creative, then the principal's task would be merely to so administer his school that the teachers could exercise their competence and creativity most effectively. Unfortunately we all know that our teachers are not all competent, conscientious, and creative. No principal or supervisor can make a dull person into an

inspired teacher, but sometimes he can encourage a tiny spark to grow. It is amazing what can be done in the improvement of instruction by tactful, conscientious, courageous, principals and supervisors. Young teachers who have trouble managing a class, being either too permissive or too rigid, young teachers who are afraid to be natural in class, teachers who have difficulty teaching certain skills, — with the right help some of them soon become effective, even creative teachers, happy in their chosen careers. Without help they might have been failures, lost to the profession because of their own consciousness of inadequacy. The late Mary Lamont, one of the best loved supervisors in the Winnipeg system, helped many a faltering beginner to become a good teacher.

The supervision must be tactful; the teacher's self-confidence must not be completely destroyed, even though one may lament that the teacher needs, to quote Sir Walter Raleigh, "a clean heart and a new spirit, not a little top-dressing." It must be conscientious; it takes time and thought. It must be courageous; those whose duty it is to improve instruction must be brave enough to risk temporary or permanent hostility. Accepting the position of inspector, principal, or supervisor is not entering a popularity contest. Good administration must not be sacrificed to the desire to be liked.

How can we find people who possess these qualities? Who is to judge? Some years ago in the State of New York money was found for a research project to find data for the education of teachers. Some one suggested that all the researchers needed to do was to find excellent teachers, analyze their procedure, organize the findings, and then use the results in the Teachers' Colleges. They selected for their study only those who were given top rating by their principals, inspectors, superintendents, their fellow teachers, their pupils, their former pupils, and by the parents of the pupils. Their survey teams were made up of highly qualified people from Teachers' Colleges. The results were surprising and bewildering. Some of the teachers were as traditional in their methods as the famous Miss Dove; others were very progressive and their classrooms buzzed like a hive of angry bees. Some had strings of degrees; others, with equally high rating, had the barest minimum requirements. Some were young; some were old. Some were handsome or beautiful; others looked like the old fashioned comic valentines. Some were well-dressed and carefully groomed; others looked as though their hair had been done with an eggbeater and they had been blown in on a high wind. Some were *au courant* with world affairs; others were remote in their ivory towers. But they were all good teachers. There was no doubt about that.

The Commission on Social Studies was right when it stated, "The great teacher defies analysis. He can neither be defined, nor his method dissected or described; but whoever comes into his presence feels the power of a human spirit."

The one constant — the one characteristic these excellent teachers had in common — was that they attended their teachers' conferences. That does indicate something of prime importance. They were all humble enough to realize that there was still something they could learn about



their work, eager to learn more, and optimistic enough to believe they might find help from their fellow teachers.

No doubt the survey teams did find other characteristics and some techniques worthy of consideration in the schools of education. At least they had their list of recognized outstanding teachers. That is more than we have. Think what it would mean for our practice teaching if we knew who are the outstanding teachers in Manitoba! One of the tragedies of our teacher education is that sometimes students who have been taught by mediocre or poor teachers go out into the schools and observe teaching done by other mediocre or poor teachers.

It is always open season for pot shots at education. Lately the high-powered guns have been directing their fiercest fire against the Teachers' Colleges and Faculties of Education. First there were the ones like Dr. Hilda Neatby who, in her bitter book, *SO LITTLE FOR THE MIND*, dismissed professional education as of little value. There were many like her in the United States. Then the professional educators took pens in hand, and, unfortunately, many of them overstated their case, claiming that if you know how to teach you can teach anything. Lately we have had more reasonable books, such as *THE EDUCATION OF AMERICAN TEACHERS* by James B. Conant, former president of Harvard, *THE MISEDUCATION OF AMERICAN TEACHERS* by James D. Koerner, President of the Council for Basic Education, *THE EDUCATION OF TEACHERS* by G. K. Hodenfield, and T. M. Stinnet, Editorial writer for the Associated Press, and Executive Secretary of the National Committee on Teacher Education and Professional Standards of the National Education Commission. These writers admit that both academic and professional education are needed for teachers, and they suggest the proper proportion of each, somewhat as though they were supplying recipes for a cocktail, so much strong, so much weak, so much sour, so much sweet.

Conant notes that, in the days before any provision was made for normal schools, all that was required of the teacher in the elementary schools was evidence of religious orthodoxy and moral reliability. Church attendance took care of religious orthodoxy. The community kept a close eye on moral reliability, some even ruling that young women should have no "followers" and young men have only one night a week for courting. It would be difficult today to define religious orthodoxy, and, as for moral reliability, teachers have asserted the right to be as immoral as the more respectable part of the community. Women teachers use rouge and lipstick and are no longer forbidden to have dates with young men. I don't think this last was ever a serious problem in western Canada. One of the odd bits of information I remember from my long-ago days at Normal School is that Dr. W. A. McIntyre told us that the average length of tenure in Saskatchewan at that time was six weeks. The schools were the greatest matrimonial agency this country ever had. Apparently all the unattached young men came down to meet the train when the new teacher arrived, and six weeks later all but one of them came down to look over her successor. Gone are the days when school boards could lay down regulations about attending the theatre, playing cards, dancing, or even smoking.

Now there are Departments of Education and they require candidates to attend Faculties of Education or Teachers' Colleges and pass examinations. Certain academic standing is required before students may enter these institutions. While there is considerable emphasis upon the performance of the student in practice teaching, there is also stress upon passing certain examinations and on handing in certain assignments which may or may not be the work of the student who presents them, and which all too often consist of a more or less ingenious mosaic of sentences or paragraphs borrowed from books inadequately digested.

This is not selective enough. The Teachers College should be able to exclude applicants who cannot speak English with a reasonable degree of conformity to accepted standards, write it without glaring errors, and spell correctly the words they elect to write. I would even demand that they should be able to add, subtract, multiply and divide, handle simple fractions, percentages, and decimals with some ease and accuracy, and that they realize that it is possible and desirable that they possess these elementary skills.

Perhaps one who teaches mathematics in high school might be allowed some lapses in spelling, or a teacher of English in high school might be forgiven some weakness in elementary calculation. Some colleague might help him balance his register. But certainly a teacher in the elementary grades must possess those elementary skills in language and mathematics. Teachers College is not the place to acquire them. We should have stern tests before permitting entrance to ascertain whether the applicants do possess these skills and we should have the power to exclude those who do not until they acquire them.

Now what about the personal qualities of the applicants? At present it is almost impossible for the staff at Teachers' College to deflect from the path to the classroom those students who appear to be highly unsuitable. The Faculty of Education staff interviews applicants and has the power to deny admission to those they consider unsuitable prospects for teaching. So does the staff of the Ontario College of Education. It is not easy for any individual or group to judge. I wonder how many of us would approve of ourselves as we were when we began.

Of course staff members would not always agree. Personally I would rather welcome some evidence of a critical attitude towards our present system of education and some signs of rebelliousness against authority. Many would not agree with me. On the other hand I would take a very dim view of any candidate who said "Mary and me decided we would like to be teachers" or admitted that she rarely read a book unless she had to do so. Doubtless with the best of screening techniques some would be admitted who would not become good teachers, but the obvious misfit would be eliminated. Now that the teacher shortage is no longer so acute that "bodies" must be found to preside over classrooms, surely it is time to be more selective. I hesitate to press this reform because I realize that it will impose a heavy burden of interviews on the members of the staff, for of course they are the obvious people to undertake this task. I am confident the power would not be exercised unjustly or caprici-

ously. Surely some one should have the power to discourage or exclude young people whose speech is slovenly or ungrammatical, who cannot write the simplest paragraph without gross errors, applicants who want to come because they are good at games and believe that teaching will be one long and glorious succession of baseball, football, curling and hockey, applicants who have no love of learning or respect for it.

What about the academic qualifications of applicants to our institutions of teacher education? There is strong pressure that all candidates should have bachelor's degrees before they take their professional training. Some places, Minneapolis, for example, require their teachers to have a master's degree. This can be done, if it is thought desirable, by school systems which offer special attractions in location, working conditions, or salary.

I am sure we all agree that teachers in high school and junior high school should have proved that they are capable of earning a bachelor's degree. I demand even more. They should have a considerable number of courses in the subjects they teach and they should neither be required nor allowed to teach in any field in which they have not taken successfully an adequate number of courses. According to the latest Canadian Teachers' Federation bulletin only 50% of Manitoba's teachers have a bachelor's degree of any kind. What percentage are teaching subjects outside the field in which they are qualified we do not know.

The qualifications for teachers in the elementary grades, for principals, supervisors, inspectors, superintendents poses a more difficult problem. Does a good teacher naturally make a good principal, inspector, supervisor, or superintendent? Not necessarily.

There is, of course, the fact that the good teacher is a good person, usually blest with the ability to handle a new situation and meet the challenge of new responsibilities. Some learn quickly and effectively the techniques of supervising an elementary school, for that is the first step in our system. The successful high school teacher is appointed principal of an elementary school or a combined elementary and junior high school. It is quite obvious that the high school teacher with administrative ability is better prepared to be principal of a high school than of an elementary school. Some do learn on the job or before they take it something about the supervision of instruction and what can be done to improve it in the elementary grades. There are, however, some who are content to be administrators and admit frankly that they know little about the elementary grades, an attitude which many of the teachers of those grades are happy to encourage. These principals find plenty to do administering (there always is plenty) and meanwhile they wait eagerly or patiently according to their disposition for an appointment to a junior high school where they will know more about what is going on.

High school teachers are not qualified to become principals of elementary schools. In the provincial field inspectors are chosen from those who have had at least ten years of successful teaching experience. The improvement of instruction — the chief responsibility of the principal or inspector — is a new venture. They need to study again the teaching techniques



for the basic subjects in the elementary grades and to become acquainted with supervisory techniques. The pioneer days are over. There are courses; there are books. Shouldn't our School Boards and our Department of Education provide financial help either by grant or by loan and give our administrators time to acquire the knowledge and skills they need for supervising elementary schools? Can we afford to have them learn the job on the job?

The admitted fact that we have many inadequately prepared teachers in our province, teachers who gained their certificates during the black days of the acute teacher shortage, makes the problem of competent supervision an urgent one. I hope the day will come when each inspector will have a team of resource people (a euphemism for supervisors) to help him. Or perhaps the day will come when inspectors are free to devote their full time to the improvement of instruction. Couldn't there be another set of officials to look after the organization of districts, difficulties with school boards, the enforcement of regulations, school buildings and fences?

Many experienced teachers are rather scornful about taking courses or even reading books about education. They appear to believe that only a minimum of preparation is needed and that after that experience and intuition will create the good teacher, principal or inspector. Sometimes this happens. Many think there is something undignified about an adult taking courses. Perhaps this attitude will change now that business firms have adopted the practice of courses for their executives. It is true that some of the courses which look very impressive in a college catalogue turn out to be hollow and trivial. And there is good reason to be scornful about many of the books on education. Most of them are incredibly badly written. But from a good course or a good book one is stimulated by new ideas, or gains support for one's own theories. Even when we disagree we are driven to examine our own tenets more carefully.

Should teachers who are especially skilled in the classroom be obliged to seek administrative posts in order to gain higher salaries? Emphatically NO! I shall not touch upon the dynamite loaded question of merit rating. There are other ways of giving recognition to outstanding teachers. They might be made Master Teachers, with increased salaries and added responsibilities. They should be the people to whom the students from the teacher education institutions go for practice teaching. For this service to education they should certainly receive financial reward and also reduction of their teaching load. Conant suggests that master teachers might be called upon to give short courses or conduct workshops in methods in the Teachers' Colleges. This would bring the teacher education into closer touch with the classroom. There would be problems to be solved but they are not insuperable. It would mean extra work, of course, but surely no one imagines that being a principal or supervisor is easier than teaching a class. Any who find it easier should be transferred back to the classroom, for they are certainly not earning their added salary.

Before long there will be specialists teaching Art or Music or French in the elementary grades and some of them will be additional staff. That could help to make the Master Teacher's load lighter.

Even though recent research indicates that the pupils gain more than they lose by having some specialists teaching them in the elementary grades, I would not like to see specialization carried very far. Young children certainly need the security of a close relationship with one teacher. For that matter, students in high schools also need a close relationship with one teacher, a need all too often neglected in time-tabling.

So far I have not grappled with the thorny question of the academic education of teachers of the elementary grades. I am sure we all agree that the more, the better. But what should it be? Many people, mostly high school teachers, cry for a bachelor's degree for all teachers. Any one who does not support their cause is accused of anti-intellectualism and willingness to accept low standards. On the other hand, it has been suggested that those who are shouting most vigorously are more concerned about the prestige of the profession than about the realities of our problems. Without doubt, the prestige of the profession is important. But the ONLY way to gain it is by a better job done in the classrooms. And it is certainly rather unrealistic to demand a degree for teachers of the elementary grades in a province where only half the teachers in high school have degrees, and not all of them in the field in which they are teaching.

At present applicants for admission to Teachers College must have complete Grade XII. Should we demand higher standing in Grade XII? That would be sensible if we could be sure these people had had adequate teaching in high school. Perhaps their marks in Physics are higher than their teacher made when he wrote Grade XII, his last examination in the subject. Should they have Second Year Arts? That would throw the burden on the University; it would mean that the applicants would be more mature; and would be a hurdle to reduce the number of applicants. But would it keep out the right ones? I would rather see Teachers College have the right to exclude those who cannot read, write, spell, or handle simple arithmetic. Neither Grade XII nor a B.A. guarantees these elementary skills. Should there be a two-year course at Teachers College? Most of the surveys appear to indicate that one year of professional education is adequate for the beginning teacher. After that they should be helped to recognize their needs and take courses to help them to solve their problems. Should we have a year at Teachers College followed by a year's apprenticeship under competent teachers, possibly with pay, and with some courses at Teachers College? That is what I should like to see.

Of course we should all like the prospective teacher to have had a liberal education. But what is a liberal education today? A century ago it could be defined. It had to include Latin and Greek. Dr. Carroll Newsum in *A UNIVERSITY PRESIDENT SPEAKS OUT* says, "A real college education is not a four year process; it should be lifelong." I take it that if a university degree does not lead to a lifelong search for knowledge and truth it has been a failure. Unfortunately no machinery exists for rescinding a degree. We must try to find people to enter teaching who will continue to learn and help them along the road.

Even the most severe critics of Teachers Colleges agree that teachers in the elementary grades need more time spent learning how to teach than

do the high school teachers. Even Dr. Hilda Neatby admits that. True, Hodenfield in *THE MISEDUCATION OF AMERICAN TEACHERS* quotes a speaker who moaned about "a dismal array of art for the artless, biology for babes, chemistry for kiddies, maths and music for moppets." The curriculum makers decide what should be taught in each grade and the Teachers College and the Faculty of Education try to prepare the teachers to teach it. Somewhere they must learn what to do about the artless in art, what biology is suitable for babes, what chemistry for kiddies, and how maths and music can be presented to moppets. Elementary teachers, even if they had degrees, could not be expected to have majors in all these subjects.

It is time to consider more specialization in the education of teachers. The blanket certificate should be abolished. It is wasteful and inefficient to try to prepare students for the whole field. Those who hope to teach the higher grades are impatient and resentful about the time spent on the primary grades. Conant suggests preparing one group for Kindergarten to Grade III, another for Grades IV to VI. I would go even farther. I would prepare one group for Kindergarten, either by a course set up here, or by helping promising young women to finance a year where a good course is offered. Then I would have a course for Grades I to III, and another for Grades IV to VI. Those planning to teach Grades VII to XII should have degrees and should attend the Faculty of Education. This would be more sensible than setting up a two-year course at Teachers College. There would be problems. Provision would have to be made for summer courses which would qualify teachers to move from one area to the other; The Department does not favor a variety of certificates; some job analysis would have to be done to determine how many should be admitted to each course. There are 894 one-room schools still functioning in the province, and that problem will be with us for some time. There could be a course for teachers in that field as long as one is needed.

Eventually more academic education should be demanded for teachers for Grades IV to VI. Conant predicts that in the next ten years there will be a trend in the United States towards specialists in science and social studies in those grades. We must not, however, accept without question Second Year Arts or Third Year or even a degree. Unless there are to be specialists in those grades (which is unlikely for some time since we have not yet succeeded in obtaining enough specialists in high schools), we must look carefully at the courses which prospective teachers should take. There should be heavy emphasis upon history, geography, and science.

Every year more young people are entering university. Many take it for granted that high school will be followed by university before they enter the wage-earning world. Inevitably some of them will decide to teach the primary grades. I am not certain, however, that we should ever demand a degree for those teachers. Conant says that the people who choose to teach those grades are a special type of persons and I think there is no doubt that the successful ones are. I do not think a university degree is the answer here. Those teachers need more education in how to teach, more time spent observing good teaching, more practice teaching under



competent teaching. They need more knowledge about how a child's mind works, they need sociology and more about the behavioural science in general.

Clamouring for a degree for every teacher sounds very responsible and intellectual, but that day cannot come soon in Manitoba. Meanwhile there are reforms that are crying for attention. We need more practice teaching, under better conditions than we have today. Couldn't we have good practice schools, with the very best teachers obtainable? Not necessarily just one school. We could have several in Metropolitan Winnipeg. Why not twenty Grade I and twenty Grade II classrooms in ten or less of our larger schools? And provision for the other grades in other schools? Then the practice teaching should be judged by those teachers and by what Conant calls "clinical professors," that is, by members of the staff of Teachers College who are authorities in the field in which the lesson is taught.

If our schools are to improve, we must have opportunities for continuing education. The Alumni Association of the University and the Manitoba Teachers' Society are both to be congratulated on enterprise in this field. The grant policy of the Department of Education is encouraging teachers to improve their standing. This is good, especially for teachers who should have had higher standing before they began teaching in junior or senior high schools. There are dangers there, however. Unless the continuing education is carefully supervised it may lead to indiscriminate credit gathering. Because many teachers set themselves an academic goal in order that they may reach a certain economic goal, they press too hard and come to think of courses as wearisome tasks to be completed and no course worth while unless it carries credits. We all know, many of us from our own experience, that there comes a point where the struggle for credits and degrees operates against acquiring a liberal education. When teachers have a good degree from a good university, and especially when they have submitted to the discipline required for writing a thesis for a master's degree, some may well be mature enough and competent enough to decide for themselves what they should read and what they should study for the sake of their profession and for their own development.

Some of the dangers of credit gathering can be avoided. Courses for credit should be approved by the inspector, principal or supervisor, and a very high percentage of them should have a direct bearing on the work the teacher is doing or plans to do. Conant is very emphatic that courses should be "designed to increase the competence of the teacher." He would deny credit for courses taken during the school term when the teachers are weary after a day of teaching and should be seeking recreation or putting their time on their school work. He would not abolish these courses for people who want them but he would not give credit for them. Nor would he give credit for courses in administration. Those will be paid for later out of increased salary if the students obtain administrative posts; and I take it that if they don't obtain administrative posts, they have gambled and lost.

Our teachers' conventions could be more effective means of continuing education than they are. Winnipeg has taken a step forward by having

small groups meeting to grapple with the problems of one grade in one district. Possibly they are now too small. But four sessions in one day in four different areas! Why not workshops one year in reading, another in science, and so on, with demonstration lessons, carefully selected displays of classroom work, panels and discussion by the teachers, and possibly a talk by a specialist in the field?

Your president has suggested that I speak of some of the changes I have seen in my long experience. I have noted many advances. One of the greatest has been the establishment of the Faculty of Education and the opportunities it offers for teachers to go on growing in their profession. Another has been the founding and growth of the Manitoba Teachers' Society which has done so much to improve the financial position of teachers and teaching conditions, and is now working effectively to improve instruction and supervision. We have better libraries in our schools and in our communities, better textbooks better suited to the interests and abilities of our pupils, better music, better art. We have smaller classes. If we are not doing a better job, we should be. We have more and better teaching aids. Now that society considers teachers worth a reasonable salary, it seems to be more willing to provide these aids. Maps, globes, pianos, record players, film slide and moving picture projectors, radios, and even in some schools television sets, are becoming standard equipment. Radio and television are helpful in our present economic state. I hope, however, that the day is not far distant when our Audio Visual Department can give up broadcasting and concentrate on supplying recordings and films from the excellent backlog that has been built up, and making new ones for schools properly equipped to use them when the teacher needs them. A good film on a good screen is greatly to be preferred to a TV programme.

Now what of the losses? The professors at the University say that the graduates of our schools are less skilled in writing acceptable English than they used to be. Surely the professors cannot all be wrong. It may be that our pupils are not all capable to learning to write, and that more of the less skilled are entering University. The University no longer gets only the thick cream from the top of the bottle. Some students, not planning on a career such as the ministry, law, journalism or teaching, have little interest in or aptitude for developing writing skills. It could be that the overcrowded classrooms and reduced pay of the thirties made the teachers of English throw up their hands in despair or disgust. Conant sets the beginning of this decline in the thirties. Another reason could be the five day week. When other people worked five and a half, six, or even six and a half days, perhaps teachers did more overtime. It could be. Whatever the reason for this loss, it is something that demands attention. Writing is hard work, but we must see that the grade teachers and the teachers of English grapple with this problem. There appears little doubt that there has been a decline in the ability to spell. If society still considers correct spelling important (and there are those in high places who say it isn't), then we need to develop better methods of teaching it or spend more time on it with those unfortunates who do not possess "little cameras built into their eyes." There has been less loss in mathematics, I think, except in the speed and accuracy in calculation. Conant suggests that the problem in mathematics

is that it is being taught by many people who themselves hated and feared it. To quote from the introduction to Loren Eiseley's profoundly moving book *THE MIND AS NATURE*, "Teachers must realize that their own inner angers and personal rigidities may effect their relations with students so as to close doors to avenues which might have been available." Perhaps what these people need is psychological treatment to help them overcome their own blocks and fears.

There are tendencies which I think we as citizens and teachers should question. One is the development of these enormous schools, an elementary school with thirty-three classes, a high school with fifty-three. Manitoba's climate is not one in which there should be a large proportion of the pupils living a long way from the school. Whatever the arguments may be for huge schools in other places, we should not have them. In England it takes a very large school to maintain a good secondary modern because of the great variety of courses, but here, except in our technical schools, we have no great variety of courses. Elementary schools should be, wherever the population warrants it, large enough to need a supervising principal, a part-time or full-time secretary, a library and a gymnasium adequate for the needs of the school. High schools should be large enough to provide for specialists in every field. Schools larger than that lose something far more valuable than they gain. To quote again from Loren Eiseley *THE MIND AS NATURE*, "We are reminded, too, that the very size and efficiency of the modern educational enterprise may pose special threats. As our mechanisms for processing students become more elaborate; as we categorize, sort, and tabulate with greater confidence, we may succeed in cutting ourselves off from the inner life of students where the factors of growth move in their subtle and often wayward paths that will not always mesh with an IBM machine." A good teacher, Mark Hopkins on the end of a log and the student on the other, has always been recognized as the *summum bonum* in education. Economics has forced us into having larger classes but it should not be allowed to make the teacher-pupil relationship less effective because the teacher faces too many pupils in a week and too many new ones every year. The personal relation between the mature mind and the immature minds should not be diluted. Pupils are not merely cards in a file; teachers are not merely automata to produce their message to one group after another.

There is another trend we should question. That is the transfer of teachers from school to school or from grade to grade unless there is some sound reason for the transfer, a reason based upon the improvement of instruction. Sometimes there are good reasons for the transfer of teachers: opening a new school, decline of population in the area, recognition that a teacher is better suited for another grade or for another district. There should be moves for teachers who are not in sympathy with the policies of the principal. There are some teachers who like to move. But no move should be made merely because a teacher has been ten or twelve years in a school. One of the former superintendents told me about a teacher who had retired after thirty years of teaching Grade II in the same school. He thought this was shocking. I do not. Every class is different. That teacher was greatly loved and respected in that community. She was a specialist

in teaching Grade II, always looking for new ideas and devices for her work. We need those specialists. Many an anxious mother found great comfort in the knowledge that it was to Alice Irwin or to Marguerite Gelley they were entrusting their darlings when they entered school for the first time. Winnipeg has many communities and teachers have the right to become important people in their communities. Think of Marjorie Horner and Eileen McCord in St. Johns, and Elwood Ridd, all his teaching days in St. Johns or in its neighbouring junior high, the Machray.

There is a great deal of criticism of education today. It seems that anyone so minded can write a book about the iniquities of our educational system and find a publisher to print it and a public to buy it. Sputnik triggered a violent attack on education, an attack which teachers thought might more reasonably have been directed against the government. But when people are bewildered they hit out in all directions. We live in bewildering times. What could be a more convenient target than the education which left us bewildered? It is, however, right that the public should be critical. The public pays the bill and the public interest suffers if the education provided in our schools is not adequate.

There are many reasons for this fault-finding, but I shall mention only one. The public criticizes our educational system because it is not good enough. It isn't, and we are the ones who know it. It never has been good enough. Perhaps it never will be. But it should be, it can be much better than it is and no group is more aware of it than thoughtful teachers, and no group can do more to improve it. It will take careful thought, courageous planning, long hours of studying, endless committees and conferences, and a great deal of patient work, most of it unpaid except for the satisfaction of a hard-fought battle for what we believe is worth while.



# Medium Of Instruction In A Multilingual Society

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One linguistic problem in a multilingual society is the choice of media of instruction in schools. This difficult problem involves more than teaching techniques; it is often bound up with the whole historical, political, psychological and social make-up of the people concerned, so much so that compromises, if at all possible, are always painful and may even be explosive. To make matters worse, there is very little empirical research to guide the educational planners in their deliberations, and decisions based on political considerations alone are not necessarily practicable, wise, nor educationally sound.

It is to be observed that this is a problem of comparatively recent origin, and one that affects the newly independent Afro-Asian nations most. Among the factor that give rise to this are the following.

1. Rapid and dramatic changes have engulfed these countries since the end of World War II. The old folkways and schooling are quite inadequate to meet the new demands, and the existing linguistic equipment cannot meet the needs of modern communication. Something radical must be done, and done quickly too, in order to meet the challenge of a new society.
2. The rise of nationalism, and in some cases the reaction against the "colonial" language, make the development and use of the "national" language a particularly lively issue in the political arena. Tremendous difficulties have to be surmounted if the choice happens to fall on a national language that has been "neglected" in the past and consequently "underdeveloped."
3. The theory that stresses the desirability of "educating all children under one roof" in order to foster a common, national outlook, particularly in a multilingual and multiracial society, is also relevant. On this premise, the main medium of instruction will ultimately be the national language, whatever this language may be.
4. Values attached to formal education, especially tertiary, in a society where qualified people are rare and a vacuum is created by the mass exodus of "expatriates," make many aware of the material ad-

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vantages that a formal education can bestow on the individual. Complications arise when the secondary and tertiary stages of education have perforce to be conducted in a language other than the national language, at least during the early years of political independence.

The Malayan Peninsula, consisting of the Federation of Malaya with Singapore at its tip (both of which are constituent States of the new Federation of Malaysia) is an excellent area for study of these problems. Because of its geographical position, the peninsula has been the crossroad of trade between east and west, and the meeting-place of many cultures. In recent years, its development (especially rubber planting and tin mining) have brought in large numbers of immigrants of different races from neighboring lands. Thus, the present position may be summarized as follows:

*Races:* Malays, Chinese, Indians, and other minorities

*Languages:* Malay, Chinese, Tamil, English, and others

*Media of Instruction in Schools:* Malay, Chinese, Tamil, English

*Media in University:* Chinese and English

*Religions:* Muslims, Buddhists, Hindoos, Christians

Education in the four different media (Malay, Chinese, Tamil, and English) was firmly established long before the existence of a national system of education. Schooling began as a result of missionary or philanthropic efforts, and the choice of medium of instruction was left to local demand, or to be more exact, to what came naturally. When the government began to take an interest in education, historical and political forces were at work to form a pattern in which the media of Malay and English were favored.<sup>1</sup> Chinese- and Tamil-medium schools were, comparatively speaking, neglected, though they received grants-in-aid in one form or another. With the attainment of independence, Malay has been accepted as the national language; and there is parity of treatment for education in the four different media, at least up to the elementary school level. Post-primary education in the four media continues to be supported by the Singapore government in a State where most of its citizens are of Chinese origin. Singapore enjoyed "autonomy" in education on becoming a member state of the Malaysian Federation.

Both the Razak and Rahman Talib Committees declare:

The ultimate objective of educational policy in this country must be to bring together the children of all races under a national system in which the national language is the main medium of instruction, though we recognize that progress towards this goal cannot be rushed and must be gradual.<sup>2</sup>

Since 1960 efforts have been made towards realization of this objective: securing the progressive development of educational institutions where Malay is the medium of instruction (for example, the opening of Malay-

<sup>1</sup>Both English and Malay are official languages until 1967, when only Malay will be retained.

<sup>2</sup>*Report of the Education Committee (Razak)*, Kuala Lumpur, 1956, para. 12; *Report of the Education Review Committee (Rahman Talib)*, Kuala Lumpur, 1960, para. 22.

medium secondary schools); setting up Language and Literature Agencies to produce Malay books; encouraging the use of Malay at all levels; and making it a compulsory subject of study. More and more books in the language have appeared, and the vocabulary increases at a tremendous rate. Considering the backward state of the language just before Independence, the progress made is indeed phenomenal.

Opposition to the policy outlined above comes mainly, though not exclusively, from the Chinese in the Federation. They see it as a threat to the existence of their schools either immediately or ultimately. While their primary schools have come under the national orbit and enjoy many privileges hitherto denied them, the secondary schools have to be "converted" into English- or Malay-medium if they wish to receive financial aid from the government. Some schools, indeed, refuse to be converted and carry on as independent schools.<sup>3</sup> On the whole, the Indian community are quite indifferent, as they do not have a secondary school structure.

Under the present system in the Federation, selected pupils of Chinese- and Tamil-medium schools on completing their primary education in their mother-tongues can proceed to an English-medium secondary school via the "Remove Class" — a one-year intensive English course specially designed to bridge the gap between one medium and another. No similar arrangement exists for "Remove Classes" in Malay, presumably owing to lack of demand. In fact, quite a number of Malay-medium school pupils opt to go into the "Remove Class" and further their secondary education in English, despite the fact that Malay is the national language and will be the only official language in 1967.

The English-medium schools are attended by children of all races, and English is taught by the so-called "Direct Method" from the very beginning. Educationists, on the whole, object to a child beginning his formal education in a foreign tongue, but this is apparently lost sight of or ignored by not a few parents in Malaya. The material and social advantages offered to those who are successful in English-medium schools are sufficient inducements, at the moment, to blind the parents to this objection and even to encourage them to make the sacrifice. Furthermore, in the absence of research findings, one really cannot give an authoritative answer as to the extent of the damage done, if in fact there is any at all.

Enrolment in the Chinese- and Tamil-medium schools tends to fall owing to the heavy linguistic load a child has to carry (in effect, trilingual: Malay because it is the national language, English because it is useful, and the child's mother tongue — Chinese or Tamil), coupled with the fact that both Chinese and Tamil are not recognized as "official languages." For the same reasons, though provision is made for the study of a third language in government-supported schools, it has seldom been enthusiastically taken advantage of.

<sup>3</sup>The President of the United Chinese School Teachers' Association, Federation of Malaya, raises the following objections: "conversion" means the end of Chinese-medium education; education in the mother-tongue is threatened, and quality of education will therefore deteriorate; "learning a foreign language" is entirely different from "educating through the medium of a foreign tongue." See Y. Y. Huang, "Why Shouldn't Chinese Schools be Converted?" *Teachers Journal*, Kuala Lumpur, Vol. 4, No. 1, 1963.

Perhaps it is seldom realized that problems of multilingualism in Malaya are not quite the same as those of Canada or Switzerland, with which parallels have often been drawn. For one thing, not all the four main languages in Malaya are of equal importance in the world context: in terms of currency, number of speakers, stage of development, linguistic heritage, etc. In this respect, the choice of Malay as the national language, perfectly understandable in terms of national aspirations, nevertheless imposes educational problems of considerable magnitude.<sup>4</sup> For another, the four main languages belong to entirely different linguistic families and bear little, if any, resemblance to each other.<sup>5</sup> Even the scripts are different, if we take Jawi and not Romanized script as the standard form of Malay writing. Trilingualism, advocated by the Fenn Wu and All Party Committees,<sup>6</sup> is not entirely satisfactory from a strictly educational point of view; for

time spent in teaching three languages must be at the expense of teaching other things. Too much language teaching, especially at the primary level, and for all children, impoverishes a curriculum, leaving it full of the mechanics of words and without value.<sup>7</sup>

This problem, however, is faced only by the children of Chinese or Indian descent who wish to retain their mother tongue or begin their education in their own tongue.

It has often been assumed that differences in mentality and outlook are found to exist between children educated in the different medium schools. Generalizations, for example, have often been made that the English-educated are "docile," the Chinese-educated "serious-minded," and so on. Such generalizations are of course dangerous; and the truth may well be that there are just as many serious-minded pupils in English schools as there are docile ones in the others, assuming that all are agreed on what "docility" and "serious-mindedness" mean. However, it is also not improbable that the impact of one type of education and long exposure to it cannot but influence the child in more ways than just acquiring the rudiments or mechanics of language. Thus, the All Party Committee stress that "everything should be done to break down mutual exclusiveness between the two streams of education — English and Vernacular."<sup>8</sup> It would be interesting indeed if a comparative study could be made.

<sup>4</sup>For example, Malay-medium secondary schools were not established until after the country had gained its independence in 1957. Even today, tertiary education is available in English (at the Universities of Malaya and Singapore) and Chinese (at Nanyang University) only.

<sup>5</sup>English (Indo-European); Malay (Malayo-Polynesian); Chinese (Sino-Tibetan); Tamil (Dravidian). See M. A. Pei, *The World's Chief Languages*, Chapter 1.

<sup>6</sup>Report on Chinese Education (Fenn Wu), Kuala Lumpur, 1951, Report of All Party Committee on Chinese Education, Singapore, 1956.

<sup>7</sup>F. Mason, "The Fenn Wu Report." *Malayan Educator*, New Series, Vol. 4, No. 3, 1951.

<sup>8</sup>Report of All Party Committee on Chinese Education, p. 50.



## Thesis Abstract

# HISTORY OF EDUCATION OF THE MENNONITE BRETHREN OF CANADA

by

John George Doerksen

Winnipeg, Manitoba

1963

### *The Problem*

This thesis is an attempt to present the story of the educational endeavours of the Mennonite Brethren of Canada.

Of the numerous ethnic groups constituting the people of Canada, the Mennonite Brethren form one part. Numerically, they represent much less than one per cent of the entire population. Regionally, their homes lie spread out unevenly over three-fourths of the width of the country—from the historic banks of the Ottawa and the St. Lawrence Rivers westward to the briny shore of the Pacific. In this geographic setting, rural and urban, Mennonite Brethren are intent upon pursuing their way of life and upon preserving that way for their children. Spatially, they may be widely scattered; spiritually, they are united by a common bond. Forming but one strand in the total web of Canada's national mosaic, Mennonite Brethren nevertheless have contributed in some measure towards the religious and moral fibre of the country's national culture.

The year 1960 was a memorable one for the Mennonite Brethren. In the first instance, it marked a century of their existence as a Brotherhood. In most areas centennial celebrations were held to commemorate the beginning of the Mennonite Brethren Church, to emphasize its reasons for being, and to challenge its members to renewed dedication. The year 1960 also marked the 50th anniversary of the beginning of the Canadian Conference of Mennonite Brethren Churches of North America.

Because of these events, new interest and enthusiasm in the history and activities of the Mennonite Brethren Church have been aroused. Attention has likewise been focused on the absence, to date, of an account of its educational efforts on the Canadian scene. The need for such a study is apparent; the time, opportune.

The writer's interest in the development of education within his chosen denomination, his familiarity with its past history and present development, his connections with several of its educational institutions, and his periodic contacts with a number of its leading personalities, have induced him to attempt such a study. It is his sincere wish that his efforts might lead to a better understanding of the Mennonite Brethren and their educational endeavours.

## *Purpose*

The main purpose of this thesis is to develop a history of Mennonite Brethren education in Canada. In scope it is to be limited to a study of Mennonite Brethren private educational endeavours in three distinct areas typified by three Mennonite Brethren institutions—the Bible School, the High School, and the Bible College. A separate chapter will be devoted to each institution mentioned. At the end of the chapter dealing with the Bible College, an account will be given of the recently organized Arts Division within the College proper. Specifically, the aim will be three-fold:

- (1) to trace the beginning, development, and present status of each institution as it exists, or existed, in Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia.
- (2) to point out underlying principles that have guided Mennonite Brethren thought and action in the past.
- (3) to focus attention on present-day trends readily discernible from a study of the topic.

## *Review of Related Research*

To the writer's knowledge the topic chosen for this thesis is one which, to date, has not been submitted to research in its entirety. Several studies, however, have been made in related areas. In the United States a Doctor's thesis was written in 1949 for the University of Southern California by M. S. Harden on "The Origin, Philosophy, and Development of Education among the Mennonites." In 1957 F. C. Peters wrote a Doctor's thesis for the Central Baptist Theological Seminary, Kansas City, on "The Coming of the Mennonite Brethren to the United States and Their Efforts in Education." In Canada, Peter F. Barga submitted a Master's thesis in 1953 to the University of British Columbia the topic "The Mennonites of Alberta." In 1958 Peter G. Klassen wrote a Master's thesis for the University of Manitoba on "A History of Mennonite Education in Manitoba."

## *Procedure*

An intelligent appraisal of the present requires an intensive study of the past. In order to develop the history of Mennonite Brethren education in Canada, it becomes necessary to commence with the story of its beginning in Europe. This background information will be provided in Chapter II. Chapter III will contain a detailed account of the first of the Mennonite Brethren institutions, the Bible School. Chapter IV will concern itself with the rise and present-day status of the private High School, while Chapter V will deal more fully with higher theological education as symbolized by the Bible College and College of Arts. Finally, there will be, in Chapter VI, a summary of the study in question and an evaluation of apparent trends in Mennonite Brethren education.

## *Source*

The aim of the writer is to use primary sources of information wherever possible. By visiting the institutions concerned and, in some

instances, obtaining pertinent details from minutes and records found in their libraries, the writer has partially succeeded in achieving this aim. Newspaper records describing opening ceremonies, progress reports given at annual Church Conferences, as well as historical sketches recorded in *Yearbooks*, all received careful attention and often revealed a wealth of information. Of value, also, were the answers to the questionnaires sent directly to the principals. Some facts and information were gathered through interviews with surviving founders and other persons at one time or other intimately connected with the development of the institutions.

For background information, however, the writer had to rely almost exclusively on secondary sources. The migrant nature of Mennonites, and Mennonite Brethren, the early attempts by Church and State authorities to destroy their writings, the inaccessible nature of what primary sources still exist in parts of western, central, and eastern Europe—these factors have made it necessary for the writer to depend on the accounts of known historians and on the more recent scholarly works of Mennonite researchers.

### *Limitations*

The writer is fully aware of several limitations. He is aware of the restrictive nature of his topic; however, the choice has been deliberate. This thesis is to be a study of secondary and higher education because it is in these areas that Mennonite Brethren have chosen to put their philosophy of education into actual practice. The Mennonite Brethren Bible School, Private High School and Bible College have developed a distinct pattern that deserves closer scrutiny.

Another limitation—that of securing a proper historical perspective—stems from the recent nature of the topic in question. Nevertheless, the writer has attempted to treat his study objectively in order to make it as accurate and impartial as possible.

The absence of adequate source materials in some instances has imposed additional restrictions.

## Thesis Abstract

# AN EVALUATION OF THE ROLE OF THE SUPERVISING PRINCIPALS IN THE ELEMENTARY SCHOOLS OF WINNIPEG

by

William Norvel Donald

September, 1963

### *Purpose*

Because the concept of the duties and responsibilities of the principal has changed considerably in the past two decades, and because the lay and professional people in Winnipeg who finance or are responsible for education and educational institutions take cognizance of the modern views in their administration, an investigation was directed towards an assessment of (1) the prevalence in the elementary schools in Winnipeg of modern ideas and practices affecting the role of the principal, (2) the degree of acceptance of these ideas and practices, and (3) specific evidence of their incorporation into the administrative pattern of the schools.

The purpose was to determine the position of the supervising elementary principals of Winnipeg with respect to the standards recommended by recognized authorities in educational administration.

### *Method*

A review of the current literature relating to the duties and responsibilities of school principals was made to develop a preliminary statement of the ideals set forth by professional writers. On the basis of their definitions and recommendations, data was sought out and collected to permit an evaluation of the Winnipeg principals. The study was limited to the leadership, supervisory, and administrative behaviour and practices of supervising principals of elementary schools.

### *Findings*

The comparison between the ideals that were established and the Winnipeg practices that were discovered yielded two types of conclusion. There were areas in which the Winnipeg principalship showed marked achievement and growth and areas where improvement was necessary if future development was to be unhindered.

In the first category, the following merited special mention:

1. An assesment of the personal traits, the academic and professional preparation, and the success in practical work situations indicated that Wininpeg principals are now well involved in the roles of educational coordinators, consultants, and staff leaders envisaged as desirable by the theorists in elementary school administration. Winnipeg principals have accepted supervision as a major responsibility, acknowledging their obligation to perform this duty



and showing familiarity with the most respected methods of implementing a supervisory programme. There is ample evidence to indicate that they are fully aware of, and deeply committed to, their responsibility for the quality and the improvement of the instructional programmes of their schools.

3. The organizational skills and the management and personal qualities observable in Winnipeg schools indicate that great progress has been achieved in developing administrative capacities in the principals. As a group, they are adjusting well to the newer concepts, displaying an eagerness to explore all the avenues leading to better organization and instruction.

Among the areas of the principalship needing improvement the conditions affecting leadership, supervisory, and administrative competencies are closely inter-related.

1. As truly progressive leaders, Winnipeg principals suffer from a lack of adequate professional preparation. At least half of the group in the sample had neither practical experience nor post-graduate study credits in any area of elementary school education prior to their appointment as principals, and forty per cent were still without such professional training. Part of the responsibility for this appears to lie with the University, part with administrative officers of the School Board, and part with the principals themselves. There is no planned programme offered by the Faculty of Education at the University of Manitoba which permits post-graduate specialization in the elementary principalship as a career position; the promotion practices of Winnipeg do not make experience or pre-training in elementary school work mandatory for principalship appointments; and many elementary principals fail to regard themselves as, or attempt to become, professional leaders in elementary education.
2. The supervisory situation, too, suffers from a lack of training and background. Although the philosophy held by the principals encompasses the responsibility for supervision, the performance of the duties in this area are not generally supported by adequate knowledge or by skill in handling the mechanics of the procedure.
3. The data on the administrative efficiency of the principals indicated that practice is also far behind known theory. Outdated concepts of pupil and teacher organization, lack of skill in office management procedures, and improper utilization of time are common deficiencies. Here, again, the need for an organized programme of training that encompasses all the facets of the elementary principalship appeared to be the handicap.

## Thesis Abstract

# THE EFFECT OF JUNE EXAMINATIONS ON THE OUT-OF-SCHOOL ACTIVITIES OF JUNIOR HIGH SCHOOL STUDENTS

by

Gordon Blair Fenton

September, 1963

### *Purpose*

The purpose of this study was to determine the effect of the June examinations on the out-of-school activities of junior high school students. To do this it was necessary to survey the students' activities in a period well before the examinations as well as in the period immediately prior to the June examinations. It became a secondary purpose of this investigation to determine norms, useful in guidance, for the nature and the extent of the out-of-school activities of junior high school boys and girls.

### *Procedure*

The out-of-school activities of all the students of the General Wolfe Junior High School in Winnipeg were recorded for the week of May 1st to May 7th, and for the week of June 8th to June 14th, 1961.

A chart using a consecutive time line and a table of activities was devised whereby the students could record easily and reliably their out-of-school activities in terms of units of time spent. Students suggested the items of activity. A high-in-ability class and a low-in-ability class filled out trial charts; weaknesses in the structure of the chart were noted and revisions made accordingly. This process was repeated for two additional trial periods. Two guidance teachers briefed all of the classes in the school on the time-chart and the standard method of answering it, and a blow-up of a time-chart completed by a hypothetical student remained on display in every classroom. The finalized time-chart was administered by a selected group of teachers at the beginning of a subject period on each school day, using a brochure outlining standard procedures of administration.

In collating the information from these time-charts, the objective was to obtain a figure for each specific activity of a class of boys or of girls that would be comparable between the sexes, with another class, with the entire grade, or with the whole school, and to compare this activity between one week in May and another in June. The figure used was the mean aggregate time spent on that activity during the week by the group concerned.

### *Findings*

*The nature and extent of activities.*—The greatest differences in activity patterns of junior high school students were found when boys and girls were compared. Girls devoted more time than boys to homework and

study, reading, music, personal care, and church attendance. Boys spent more time than girls at jobs, hobbies, television viewing, club attendance, and sports participation.

As students advanced to the higher grades they devoted more time to things such as studying and doing homework, frequenting restaurants, and being with persons of the opposite sex. They spent less time participating in sports, attending church, watching television, going to shows, and being with friends. Ability, as determined by the homogeneous grouping within a grade, was found to be the least influential factor in the activity patterns of junior high school students.

Television viewing consumed more out-of-school time than any other single activity. Other activities important in terms of time consumption were, in order of extent, routine activities (which include getting up, dressing, washing, eating, personal care, and retiring), sports participation, homework and study, working and helping at home, walking, and loafing.

*The influence of examinations.*—The amount of time spent on homework and study almost doubled in the week prior to June examinations when compared with the period between examinations. Television viewing, sports participation, reading, and club attendance were the activities which were sacrificed to the largest extent to allow for this increase in homework and study. Boys and girls reacted in a similar way to the pressure of examinations. The grade eight students made a percentage increase in homework and study in June over May more than double that of the grade nines and grade sevens. No clearly defined differences in these changes between May and June were found according to ability.

## Conclusions

Cultural expectations and known differences in physical maturation are held to account for the differences between boys and girls in time normally spent in sports, routine activities, homework and study, and other activities. No explanation is found for the greater time spent by boys in watching television. Various uses of the time-chart as a guidance instrument are discussed and illustrated. The alarming decrease in sports participation by boys and by girls as they advance in the junior high school warrants further investigation. Parents of poorly performing students might be advised to have their son or daughter spend less time at a paying job or helping at home, and more time on homework and study, because there appears to be a balance between work and play for most students regardless of their ability. It is recommended that the surprise element in the administration of the Department of Education grade eight examination be reconsidered because of detrimental effects the procedure is having on the grade eight students. Recommendations that would extend the scope and usefulness of the instrument are made in anticipation of its further use in investigating out-of-school activity patterns.

## **Thesis Abstract**

### **A SURVEY OF DROP-OUTS FROM A WINNIPEG JUNIOR HIGH SCHOOL**

by

**Bridget Eileen Flynn**

**Winnipeg, Manitoba**

**May, 1963**

#### *Purpose*

One of the main purposes of the study was to obtain an understanding and awareness of the problems of young people who leave school before obtaining the requirements for entrance into a secondary or technical-vocational high school. It was proposed to do this by: (1) examining the educational background of each drop-out; (2) conducting a survey to determine the social and economic factors contributing to a decision to leave school; and (3) obtaining information on the work experience of these young people in the labour market.

The underlying objective of this study was to examine critically what has happened to the drop-outs to determine whether our educational and community services have effectively met their needs.

#### *Method And Scope Of Study*

Data on the educational background of the drop-outs were obtained from the school files. Information was recorded on the following items: (1) age at time of leaving school; (2) reason for leaving school; (3) attendance in grades and grades repeated; (4) reading and arithmetic scores; (5) final mark obtained; (6) number of schools attended; and (7) intelligence quotient.

The interview form embraced many factors in the lives of the drop-outs: (1) personal items; (2) reasons for leaving school; (3) suggestions for making the school more helpful; (4) usefulness of academic subjects; (5) family attitude toward leaving school; (7) preparation for work; (8) methods of seeking employment; (9) employment status; and (10) leisure-time activities.

The young people themselves were the primary source of the information obtained.

#### *The Population Group*

The population considered in this study will be those students who were registered in classes at the Hugh John Macdonald School during the 1957-60 school terms and who were not received into any known secondary or technical vocational high school. The total population consisted of 317 students, and from this group, 110 students were selected for this study. The determining factor in selecting these 110 students was that they

represented the number of students who had had an academic and attendance record in the Winnipeg School Division from Grade I until time of school leaving.

### *Findings*

- (1) Sufficient evidence has been presented to show that there were academic factors involved in early school leaving. Potential drop-outs may be detected in the primary and elementary grades. There are indications that these should be noted: poor attendance, grade repetitions, frequent transfers, and habits and attitudes.
- (2) Students felt that they had left school with little knowledge of: their assets and limitations, the general economic situation, how to seek employment, types of jobs available, employer attitudes, and services available within the community.
- (3) That the present program of studies did not meet the needs of many drop-outs is evidenced.
- (4) That the students had difficulty in out-of-school adjustment was indicated by: their shifting from job to job without any sense of direction; their methods of seeking employment and their changed attitude toward leaving school early.
- (5) In many cases, the social background of the family provided little discipline or preparation for work.
- (6) To meet the varied needs of junior high students it is important to plan an educational program around preparation for work. The content of the academic curriculum should be broadened to include subjects of a vocational nature, especially for the non-academic students.
- (7) There is a need in the curriculum for a course in family relationships since girls who drop out of school prefer marriage to employment.

### *Conclusion*

This study has indicated two types of problems that out-of-school youth face. First, there is a gap in the individual life and development of many drop-outs between the personal equipment with which they leave school, and the equipment necessary for adjustment in the labour market as young workers. Second, there is the gap between the individual youth and the community with its various services. Some suggestions have emerged from this study as to measures which educators and other community agencies might use to help the out-of-school youth overcome these two major problems.



## **Thesis Abstract**

# **THE DEVELOPMENT OF THE CANADIAN HOME AND SCHOOL AND PARENT-TEACHER FEDERATION AND THE RELATIONSHIP OF THE MANITOBA FEDERATION TO THE NATIONAL MOVEMENT**

by

**Charles Vincent Madder**

**October, 1963**

This thesis discusses the origin and development of "The Canadian Home and School and Parent-Teacher Federation" and evaluates the Home and School movement in Canada. It may serve as a record of accomplishment, a source of information and a guide to further action in its field of interest and influence. With the inclusion of the historical development of the "Home and School and Parent-Teacher Federation of Manitoba, Incorporated" the writer was able to signify the co-operative efforts necessary to develop the provincial and national federations.

In 1927 representatives of the provincial federations of Ontario, Nova Scotia and British Columbia, along with association representatives from Alberta, Saskatchewan, Manitoba, Quebec, New Brunswick and Prince Edward Island met in Toronto. This meeting resulted in the organization of the Canadian Federation. The Federation has grown to include all Canadian Provincial Federations and the Yukon Federation. It is now, with its present membership of over 300,000, the largest adult volunteer welfare organization in Canada. This growth can be attributed to the work of the administrative committees and to the stimulating leadership of such men as Dr. L. A. DeWolfe and Dr. S. R. Laycock. The National Headquarters Building, located in Toronto, is a tribute to their tireless efforts.

Through the work of the educational committees the Canadian Home and School and Parent-Teacher Federation has received commendation, not only from the membership of the Federation but from other national organizations, for example, the Canadian Teachers' Federation, the Canadian School Trustees' Association, the National Film Board and the Canadian Broadcasting Corporation.

The Federation established committees to deal with special projects such as The Teacher Shortage, the Library Project, School Drop-outs, and the Canadian Family Study. Through the reports of these committees the membership has been aware of conditions in Canadian society and the resultant study has led to improvement.

Through affiliation and liaison with other national organizations, the Canadian Federation has indicated an interest in the welfare of all children in Canada, and through its international representation indicates a world-wide interest in the welfare of all children.

The development of communication between the Canadian Federation

and its membership has followed a pattern of first a Newsletter, then a Newsletter and a magazine edited and published by the Canadian Federation, and at present a Newsletter and a professionally produced magazine, "Quest," which is the official publication of the Canadian Home and School and Parent-Teacher Federation. The Canadian Federation considers one of its main functions to be that of keeping its membership informed on educational matters. With the advent of Quest, Spotlight on Education, the Federation is accomplishing a basic purpose.

The aims and policies of the Canadian Federation have been based on its Objects which were first adopted in 1933 and until the present Objects, as revised for the 1951 Annual Meeting, were approved. This thesis, too, summarizes all the resolutions passed by the Annual Meeting from 1946 to date, and the resultant action or legislation that has been brought into effect and presents a statement of policy of the Canadian Home and School and Parent-Teacher Federation as adopted at the 1963 Annual Meeting.

By means of resolutions directed to departments of the Federal Government or its agencies such as the Canadian Broadcasting Corporation and the National Film Board, the membership of the Canadian Federation seeks to influence other national organizations. The Federal Ministers have been cognizant of the work of the Federation as a voice of parents.

The record of the development of the Home and School and Parent-Teacher Federation of Manitoba, Incorporated, is included in this thesis to indicate the growth of a typical provincial federation and the relationship of a provincial federation to the parent organization.

## **Thesis Abstract**

### **A HISTORICAL SURVEY OF SOME MAJOR ASPECTS OF PRE-SERVICE TEACHER EDUCATION IN MANITOBA**

**by**

**William Peters**

**March, 1963**

The purpose of this study is to provide information on the development of the teacher education programme in Manitoba. This information might give some guidance when future plans are formulated in the field of teacher education.

The historical survey reveals an interesting pattern of development in the teacher education programme. The conservative attitude towards change runs like a red thread through the entire period from 1871 to 1960 but much more forcefully during the period from 1935 to 1960. Although the conservative characteristic has merits; it has caused a serious lapse in the development of the teacher education programme during the last three decades when the people in Manitoba, like elsewhere in Canada, have experienced rapid sociological and economic changes.

The growing complexity of our world gives rise to many problems which are experienced by all members of our society. The problems can be classified under headings such as: the increase in population, the rapid technological changes, the extension of knowledge, the rise of new nations and the world-wide rivalry of ideologies. These problems influence and alter the roles of the classroom teacher. Teacher educators must remain keenly aware of present roles and in addition be able to anticipate to some degree the roles of the future teacher.

The rate of adjustment in the teacher education programme has not kept pace with the changes in our dynamic society. The limited revision of the elementary teacher education curriculum during the past three decades illustrates one phase of the programme that has not received its due attention. A more forceful programme of assessment and revision in the field of teacher education is highly desirable in order to keep the teacher education programme abreast with the changes in our society.

The preparation of future teachers will require a much longer period than the period currently allotted. A sound teacher education must include: a substantial programme of general or liberal education; a knowledge of the subject or subjects to be taught; a knowledge of the social and behavioral sciences; an extensive pre-service classroom experience. There are strong indications that teacher education, in the future, should be considered a part of the main stream of higher education in colleges and universities.

## TITLES OF MINOR THESES

**PETERS, Vernon**

"An Enriched Science Programme For Grades V and VI."

**BATTERSHILL, George William**

"Remedial Reading In The Junior High Schools of Seven Oaks School Division No. 10."

**HASTINGS, Frederick John**

"The Education Of Cerebral Palsied Children."

# FACULTY OF EDUCATION

## EDUCATION I — 1963-64

Amy, Eleanor Elsie	Freedman, Roxy	Miller, June B.
Andrusiak, Nick G.	Gateson, Roger E.	Murray, Ann Margaret
Bachynsky, Kenneth W.	Gillis, Dan S.	Murray, Ross J.
Bates, Raymond M.	Gilmour, Maureen M.	Obelnicki, Peter W.
Beatty, Venton L. P.	Goerz, Harry R.	Okraíneć, Robert V.
Beatty, Wayne Ralph	Gordon, Hugh D.	Ostfield, Rose
Blutstein, Bayla	Hagyard, Patricia J.	Pankiewicz, Gerold
Boily, Leandre	Haid, Judy Ann	Parkhurst, Gerry L.
Bole, Nancy Richards	Haight, Jeanine M.	Pearson, Valerie E.
Boyle, Marilyn	Hamilton, William J. A.	Pisnook, Patricia G.
Brandt, Patricia Lynne	Hardy, Kenneth W.	Polonski, Brian M.
Broverman, Hessie	Head, Margaret Diane	Redekopp, Harold I.
Bugera, Leonard Alvin	Heselgrave, Barry A. C.	Rice, Patricia A.
Buller, Herbert D.	Hibbert, Robert J.	Ritchie, Michael L.
Bund, James Kelvin	Hinther, William B.	Rosner, Gail F.
Burdzy, Elizabeth J.	Hlynka, Leslie Dennis	Rosset, Gilbert
Burrows, Frances E.	Holditch, James A.	Russell, Charles Neil
Campbell, David Bruce	Holm, Trevor D.	Sampson, Barry Gordon
Campbell, Margaret F.	Hood, Linda J.	Sawchuk, Richard P.
Chang, Andrew P. H.	Isaak, Ernest	Scott, Robert J.
Chang, Suzanne F.	Jacques, James B.	Scott, Janet G.
Clark, James Ian	Johns, Genevieve A.	Shalley, Ron Walter
Colman, Patricia H.	Johnson, Victor A.	Shalay, Arlene
Constantinesco, Nicholas	Kahler, Friedhelm	Shewchuk, Stephen P.
Cook, Brian Wayne	Katchenoski, Gillian C.	Shirtliffe, Diane M.
Corne, Susan R.	Kaufman, Sandra Louise	Simcoff, Samuel J.
Cruse, Janet E.	Kember, Robert M.	Slade, Sarah Anne
Dallyn, Jean Elizabeth	Kenny, Brian	Smith, Mary Ellen
Daniels, George E. J.	King, Cameron D.	Smith, Sheila M.
Dansereau, Patricia Y.	Klassen, John	Sneizek, Adelynn
Davidson, Donna Helen	Klassen, Lucille K.	Solmundson, Stefan Vern J.
Deacove, James Gary	Kluchnik, Donald W.	Soloway, Margaret
Delaquis, Aime Henri	Knowles, Margaret J.	Soutter, Donald J.
Dettman, Arnold	Kondra, Ronald D.	Stebbing, Edward Lee
Dobbin, Margaret Jane	Koreen, Donald G.	Suszko, John J.
Donner, Ruby Goss	Kostaniuk, Carmen P.	Tallin, Elizabeth Anne
Dragan, Jerry	Kowal, Eugenie K.	Taylor, Robert W.
Drewrys, Gloria Jean	Kysilewsky, Tania T. M.	Teskey, Barbara E.
Dryburgh, Keith A.	Leggero, Garry D.	Tkachuk, Kenneth
Dudzik, Stanley C.	Livingstone, Barbara A.	Tod, Judith R.
Dunlop, Lola Lee	Lowenthal, Jocelyn A.	Tovell, Gordon C.
Dyck, Peter Jacob	MacDougall, Sherrill D.	Trueman, Elizabeth A.
Easton, James Ross	MacIver, Angus I.	Tweedie, Berniece A.
Edwards, Heather L.	Mackay, Eleanor M.	Veselovsky, Benny
Elrick, Marion June	McBurney, Nola M.	Vokey, Elaine P.
Elstyn, Carole L.	McDonald, John J.	Warren, Wayne Robert
Embley, Roy F.	McDonald, William A.	Werbicki, Josephine E.
Engbrecht, Rudy G.	McGregor, Joyce	West, Gloria J.
Eryk, Boris	McQuarrie, Sherry M.	White, Raymond C.
Ewen, Shirley E.	McWilliams, Marilyn P.	Whyte, Robert Ellis
Falkner, Neil W.	Machacek, Robert J.	Wiebe, Ronald L.
Field, Marvin W.	Mainella, Louis	Willis, Joyce M.
Field, Shirley A.	Marcelle, Carol	Yauck, Rosalie E.
Fielding, James A.	Margolis, Rochelle	Zimmerman, Maxine
Fines, Marion A.	Marley, Judith R.	Zoppa, Norman R.
Forsyth, Robert A.	Martin, Patricia M.	



# FACULTY OF EDUCATION

## SPECIAL SUMMER SESSION — EDUCATION I — 1963

Amundson, Dale Olafur	Hunchak, Alicia Marie	Neumann, Cornelius
Beaumont, Raymond Morris	Hyslop, Brian James	Nickarz, Stanley P.
Bergman, Villa Elin	Jackson, Genevieve M.	Nicolson, Carol S.
Biehl, Diane Ruth	James, Michael Kenneth	Penner, Erwin
Biskay, Joan Mary	Janzen, Heinz	Peters, Edith Marie
Bjarnason, Herbert G.	Johnson, Carol Evelyn	Phillips, Karen C.
Bochinski, Garry Walter	Keeler, Arthur Ronald	Porter, William A.
Buchholz, George B.	Klymkiw, Luba	Preyma, Marvin M.
Bugge, Norman Arnold	Lacerte, Ghislaine	Quinn, Sharon Ann
Chase, Donna Faye	Langton, Joan Elaine	Ramcharan, Donald
Checkwitch, Robert M.	Lansard, Elizabeth Ann	Ray, Timothy L. M.
Collins, Barbara Anne	Laurencelle, Pierre Emile	Remillard, Benoit Jean
Corbett, Mrs. Betty Joane	Lemoine, George Albert	Rice, Sura Fraida
Davis, Yvonne Enid	Malanchuk, Arnold Emil	Saxton, Margaret Anne
Denbow, Dawn Margery	Mandryk, Rosaline E.	Schmidt, Albert Ernst
Desilets, Ronald Richard	Manns, Katherine Pearl	Scott, John Robert
Doherty, Barbara M.	Maringer, Marian Joyce	Scrimgeour, Margaret Hilda
Drewe, Fred Harold	Matheson, Joyce	Seipp, Shirley Ann
Dueck, Jake Henry	Maytchak, Richard Z.	Shale, Douglas Gordon
Dvorak, Steve Norbert	McCarthy, Maureen Anne	Shilkowsky, Hymie
Farden, Gayle Catherine	(Sr. Margaret)	Smith, Fred James
Frechette, Andre Georges	McMichael, Geraldine	Smith, Patricia L.
Friesen, Burton	Milne, Thomas Alexander	Stinson, Sheila Dawn
Friesen, Elenore H.	Milton, Ralph	Suderman, Walter D.
Friesen, Orlando	Mitchell, Bonnie M.	Swayze, Robert M.
Gevaert, Alice C.	Moore, Gerard Joseph	Tetreault, Lorraine
Gilchrist, Patricia A.	Moore, Margaret Ann	Turnbull, Aleda W.
Hall, Andrew Johnston	Mulaire, Paulette L.	Verdurnen, Joseph Peter
Heinrichs, Jacob John	Mullin, Lynda D.	Watson, Clyde A.
Hendricks, Bernard W.	Murphy, John Wilbert	Wehrle, Marlene H.
Helgason, William A.	Mymko, Irene	Zerbin, Ray Stafford

# Faculty Of Education

## University Of Manitoba

### Summer School — 1964

8:30 a.m. - 10:15 a.m.

#### PHILOSOPHY 301 and PSYCHOLOGY 312

- Ed. 501: *Advanced Educational Psychology*  
Prof. C. J. Robson, B.A., B.Ed., M.A., Ph.D. (Minn.), United College
- Ed. 514: *Education of Gifted Children*  
Mr. F. A. MacKinnon, B.A., B.Ed., M.Ed. (Sask.), Saskatoon Public School Board
- Ed. 515: *The Teaching of English (Sec.)*  
Sister Judith Anne, M.A., Ph.D. (Ottawa) S.N.J.M., Principal, St. Mary's Academy
- Ed. 704: *History of Canadian Education (Pre: Hist. 402)*  
Prof. C. J. Jaenen, M.A., B.Ed., Ph.D. (Ottawa), United College
- Ed. 724: *Psychology of Adolescence (Pre: A course in psychology or educ. psychology)*  
Prof. John Clarke, B.A. (Man.), United College
- Ed. 547: *The Teaching of Science (P.S.S.C.)*  
Mr. James MacLachlan, B.Sc. (Tor.)
- Ed. 549: *The Teaching of Science (CHEM Study)*
- Ed. 550: *The Teaching of Science (B.S.C.S. — yellow)*
- } See special notes.

10:30 a.m. - 12:15 p.m.

#### PHILOSOPHY 301

- Ed. 542: *The Teaching of Reading (Sec.)*  
Mr. J. H. Sutherland, B.A., B.Ed. (U.B.C.), Vancouver Public Schools
- Ed. 545: *Education of Slow Learners*  
Miss Myrtle Ten Have, A.B., M.A. (Mich.), Grand Rapids, Michigan
- Ed. 548: *The Teaching of Reading (Elem.)*  
Miss Grace Menzies, B.A., B.Ed., M.Ed. (Man.), Supervisor, Winnipeg Public Schools
- Ed. 723: *Educational Sociology*  
Mr. Theodore Tadros, B.A., M.Ed., Florida State College
- Ed. 746: *Principles and Procedures of Counselling (Pre: Ed. 540)*  
Prof. Patricia Woolley, B.A., B.S.W., M.S. (Col.), University of Manitoba

1:45 p.m. - 3:30 p.m.

- Ed. 513: *Elementary Library Science*  
Miss Kathleen Coddington, B.A. (Man.), B.L.S. (McGill), M.L.S. (Mich.), Deputy Chief Librarian, University of Manitoba
- Ed. 519: *The Teaching of French (Sec.)*  
Mr. R. R. Roy, B.A., B.Ed. (Man.), Supervisor, Winnipeg Public Schools

- Ed. 521: *The Teaching of Art (Sec.)*  
Prof. Gissur Eliasson, Dip. Art, School of Art, University of Manitoba
- Ed. 523: *The Teaching of Physical Education (Sec.)*  
Prof. John A. McDiarmid, B.P.E. (U.B.C.), Teacher Training, Dip. (U.B.C.),  
M.A. (Minn.), University of Manitoba
- Ed. 537: *The Teaching of Physical Education (Elem.)*  
Mrs. Kally Kennedy, M.A., Supervisor, Seven Oaks School Division
- Ed. 546: *The Teaching of French (F.L.O.)* — See special note below.  
Father Henri Lemaitre, D. Litt. (Sorbonne)

### SPECIAL NOTES:

1. Ed. 547: *The Teaching of Science (P.S.S.C.)*  
Ed. 549: *The Teaching of Science (CHEM Study)*  
Ed. 550: *The Teaching of Science (B.S.C.S. — yellow)*

These courses are being assisted financially by the International Nickel Company (Ed. 547) and by the Manitoba Department of Education (Ed. 549 and Ed. 550). Enrollment will be by invitation and registration will be based on recommendations from School Inspectors and Superintendents. Teachers interested in these courses should so advise one of the following: School Inspector, School Superintendent, Director of Summer School, or Dean of the Faculty of Education.

Each course will consist of lectures, films and/or demonstrations in the mornings and laboratory work in the afternoons. It will not be possible to register concurrently in a second course. Not more than two of the following may be taken for credit towards the B.Ed. programme: Ed. 518, Ed. 547, Ed. 549, Ed. 550.

2. Ed. 542: *The Teaching of Reading (Sec.)*

This course is being offered on request for teachers who have responsibility for diagnostic and remedial work in reading in the junior and senior high schools. For the past several years, the instructor has conducted a highly successful reading improvement programme in the Magee Secondary School, Vancouver. He has developed a variety of diagnostic tests and remedial techniques.

3. Ed. 746: *Principles and Procedures of Counselling* (Pre: Ed. 540)

This is an advanced course for school counsellors. Emphasis will be on procedures in interviewing and counselling. The instructor, Prof. Patricia Woolley, is a specialist in this field.

4. Ed. 546: *The Teaching of French (F.L.O.)*

This course is being offered for teachers of the French Language Option courses authorized for the junior and senior high schools and will be given at St. Boniface College. Instruction will be in French. Teachers will not receive credit for both Ed. 519 and Ed. 546.

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